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For the NEW YORK SCHOOL JOURNAL.

Youthful Teachers.

It may seem strange that now-a-days, in the West, the great mass of our teachers are young—very young—and stranger still that these young men should be tired because they are young. These few words hurriedly thrown together in the form of arguments are made in behalf of the “inexperienced teacher,” the “*novus magister*,” the green-horn pedagogue.” Honestly let us reason about these.

First these young teachers are the van guards of civilization—since it is a conceded fact that we must educate or retrograde. There is a vacuum without the teacher—a decade since there were over ten thousand schools in the Mississippi valley—scattered over thousands of miles. Now, what kind of teachers are needed for the majority of these? Old tired fellows, with families? or young active students, with nothing to command them but ready hands and willing heads, nothing to hinder them to walk twenty miles to get a school, then board in a “cabin” or “dug out.” There is a free life—no care—about a young teacher that we never think of, and this allows him to put the whole time and life as it were, into the daily school labor. Now, every mortal man knows that this is not the case with older teachers, while age brings more learning in, it indeed piles up our cares. There was a day when no school, according to the notion of many, could succeed without an old teacher, but with all respect to age, they cannot do the work of the young. Everybody admits that our schools are far ahead of the ten years just gone. All over the Western States these young teachers drop down in every school-house. Once in a while one fails—but what of it? This does not stop others, no more than it ruins the success of all business men when one fails. The complaint is that nearly all of these young teachers teach but a few years then dash off into other professions or callings. Very true. But did you ever think that those years in which these young people teach are the very best years of their lives—the cream, the vim, the earnest snap of youth—the fortune years, as we may say. For in our American way of life, no years are so busy as the first five in twenty. Because in these we don’t work so much for money, as in after years, but for a *place in the world*. The condition of our schools show that there is more honest hard work in these five years than can be found in any other profession. And why? It is *prima facie* evidence that a man must have good luck in teaching, or he will be received with doubt in any other profession. We don’t argue the justice of the above but it is so. Bad weather, foolish parent’s talk, the chin and cheek of loafing beats, dull scholars—all may be against the teacher, and think how nobly they overcome these. My friends, you are doing the best thing on earth when you uphold the youthful teacher. Help them—of course they may not know everything—in this they are just like yourself. Don’t expect them to be paragons, moving libraries, walking manikins of knowledge, whom it is your duty to tear down to see what is wrong. Remember that the energy of the young man often more than equals the knowledge of the older. Remember LaFayette’s cutting reply to the British officer when he said, “Why did not Washington send a man of years—one with

beard.” To which LaFayette said, “Had Gen. Washington known you wanted beard he would have sent a goat to you.”

F. D. REIN.

(For the NEW YORK SCHOOL JOURNAL.)

Ohio.

MIAMI County Teachers’ Association met at Piqua Jan. 12, 1878; meeting called to order at ten A. M.

I. Paper, Culture and fitness of the teacher, by Mr. Wayman. The question of the province of the public school is still receiving a due amount of attention; the age demands that the course of the public schools should be still extended, not curtailed.

II. What should teachers read?

1. What do teachers read? Teachers should take and read educational journals, the more the better: teachers should carefully study standard works bearing upon education, teachers should study standard works of English literature; should cultivate a taste for higher literature: a careful study of analysis will assist in this, in fact is the only road to a pure taste and desire for pure literature, which expands and develops our highest powers of appreciation of the writings of the wise and good.

2. Too many teachers content themselves with the trashy literature with which the country is flooded.

Teachers, we must get upon a higher plane if we want to do better work and enjoy it. Where should we go to get professional culture? To a normal school, some would say. If you ask me, I answer no, emphatically; at least such as we have in Ohio. For, although an alumnus of one of Ohio’s normal schools, so called, I cannot recommend them; for they are not what they claim to be, but mere shams, money making schemes to replenish the pockets of their founders; you can find better opportunities for good professional culture in our town and city schools within the county, and at less expense, than to go away to a so called normal school; you must rely mainly upon individual efforts; study with a determination to succeed, and make a good use of the opportunities at home; keep posted upon the current news of the day; take a daily paper and carefully digest it, in addition your other work.

Discussion opened by G. W. Snyder of St. Paris: I am glad the world moves—moves in pedagogical as well as in other interests. We are advancing, no mistake about it. I cannot agree with the paper that normal schools are a failure; they are doing a grand work; have done more to bring about the reformation that has been brought about in the last twenty-five years. If your normal school was a failure it is your business to make it better, not to denounce it as a failure. Teachers should all pull together to bring about more unity of effort; our defeats of the past we owe largely to our ranks pulling one this way and that; let us each determine to do our work better year by year, so that we and our work will be in demand, so the place will hunt us, not us the place.

Followed by Supt. Van B. Baker of Sidney. We need a prescribed course of reading and professional study. Classify your reading.

Address by J. W. Dowd, Supt. of Troy: Metric System of Weights and Measures. Gave a short account of the origin of the system; showed the difficulties of the present system by practical examples; presented the objections urged against the system, and met them in a masterly manner.

Discussion: McFarland of Sidney, C. W. Bennet of Piqua, G. W. Snyder of St. Paris. We have soon to teach this system; it will be made compulsory within ten years in the United States our pupils of to-day will then be the men and women. If we fail in our duty now they will point to us and say you did not teach me the metric system. Now I

have got to learn the system. Teachers, you have a responsibility in this matter; don’t shirk it, and be cursed in the future.

C. W. Bennett offered the following resolution which was adopted by the association: *Resolved*, that we should introduce the metric system into all the schools of the county, and we ask the boards of education of the several townships to see that it is taught, and provide suitable apparatus to enable the teachers to teach the subject properly.

AFTERNOON SESSION.

I. Paper by Van B. Baker of Sidney, Intellectual Furniture. The “intellectual furniture” of the teacher in a large measure determines the status of the teacher. Do we all realize this fact? Among the furniture we should have and use are statistical reports of educational matters; reports are treasures of information and every teacher should study them; it has been found that suicides can be estimated, so with violent deaths, accidents, etc.; teachers must carefully and methodically study on education, such as Page, North-end, Isaac Taylor, Wickersham, Miss Wellard, Henry Barnard, Herbert Spencer. Spencer discusses the problem from two standpoints:

1. Considers the amount that has been bestowed upon the problem.

2. He finds discipline upon these and laws of growth.

The teacher should study the principles of phrenology and psychology, as well as mental philosophy in its widest sense. The teacher must apply his knowledge he gleams from his readings to practical experience. The teacher cannot master all the arts and sciences, but he must be familiar with the general principles underlying all culture.

Read with system; illustrate by the architect, who works to a plan devised beforehand, should have a clear idea of a book, gleaned from the title page and table of contents before he reads it, otherwise much time will be lost; study the arrangements of the principal points of a book. To read, we must read slow until we have acquired the discipline to concentrate the mind upon the work in hand, then we can increase our speed. The teacher must translate the abstract sentences of classical authors in concrete language of his own. Bishop Butler says, “No man is wiser than his books.” Gives an inventory of an average teacher’s library, viz.: Seventy nine dime novels, much worn; three files of the New York Weekly; one Kirkham’s Grammar; one Walker’s Dictionary of 1839; one Webster’s Elementary Spelling Book; the three latter not much worn. Supposes the teacher dies and there is a sale of his effects—then asks teachers, Were any of you at the sale? Teachers, make an inventory of your intellectual furniture, and if not of the right sort set about improving it.

Discussion opened by C. W. Williamson, Supt. of Wopakoneta Schools.

Prof. J. C. Rudge of Clute gave Trowbridge’s “Flying Machine,” after which the meeting adjourned, to meet in Tippecanoe, Ohio, April 13, 1878.

G. W. SNYDER.

THE SOAP MINES OF CALIFORNIA.—The rock soap mine is situated in the lower mountains or foot hills of the coast range in Ventura County, five miles from the city of the same name. It was discovered by A. F. Hubbard, while prospecting for coal; he accidentally dislodged some that fell into water and dissolved. It being a new experience to see rock dissolve, he gave it his attention, found it soapy, took it home to experiment with, and soon learned its virtues; yet strange to tell, his family used it for nearly a year before it was given to the public, when Mr. Hubbard associated himself with Messrs. Cronk and Bickford, forming the present company, who are the sole proprietors of this wonderful mine. It is accessible only through a canon leading to and opening upon the beach.

The Progressiometer.

Twenty years ago, an experienced educator wrote, "It is doubtful whether the methods ordinarily pursued in schools to excite effort, are not productive of more harm than good. The few pupils of talent carry off the prizes; while the many, consisting in part, of those who are industrious but dull; in part, of those capable of comprehending, but of slow memory, and still others whose only fault is immaturity of powers—seeing success beyond their reach, put forth even less exertion than even no prize, tangible or intangible were held up before them. Oppressed with a secret sense of comparative disgrace, the love whatever interest they naturally would take in their studies, and even look upon them with distaste, as being the cause of their unhonored position. On the other hand, the few successful ones are puffed up with a vain conceit of themselves, or nourish a secret pride which vitates all their future efforts."

Within a few months, two vigorous articles of similar tenor, have appeared in educational journals; one by a western editor, showing the injustice of the present system of reports and honors; the other by an eastern pen, deplored the fact that the consciences of our youth should suffer the constant blunting influence, which results from seeing real merit and honest effort unappreciated, "genuine manhood and consecrated toil" unhonored, while a few brilliant, showy pupils, accidentally favored by nature with active minds and quick perceptions, "are handed up, step by step, through every honor of their school course."

These extracts suffice to indicate the acknowledged ends of the ordinary system of rewards,—a method which is a constant and sweeping application of that fatal principle found in the 25th verse of the 4th chapter of St. Mark. Aside from its injustice, and evil moral tendency,—judged by the canons of expediency, it is altogether a failure. For what do these puffed pupils, lavished honored in youth, accomplish in after life? Generally nothing. Senior wranglers and valedictorians subside, when the fever of their early intellectual growth is over; while the companions of their youth,—accounted dull or even stupid,—often achieve in after years, real and solid success. It is exceedingly rare, in the biography of eminent men, to find that they were first in their classes at school.

To remedy these evils of the present system, and to accomplish a general stimulation of all the pupils of a school, without regard to the grade of their ability, we have a radical change to suggest and propose that school honors, privileges, prizes, etc., be distributed on an entirely different basis, namely that of improvement.

We think it must be conceded by every thoughtful person, whether pupil, parent, or teacher, that the advancement which a scholar is able to make in his rank, from one week to the next, or from one month to the next, is a far better criterion of his real effort, than the absolute rank to which he may attain; and that, out of a number of pupils, the one most deserving of reward is the one, whose efforts have succeeded in advancing his rank the most. To apply this principle, proposed by the author, will require no change, in marking recitations or in making out weekly averages, but will necessitate, whenever the Honor Roll is made out, about ten minutes use of a novel device, called by its author "Progressiometer," and which it is the object of this object of this article to describe.

The Progressiometer measures improvement, accurately, justly, and scientifically. Probably, the only reason that has hitherto prevented the general application of its principle, has been the apparent impossibility of measuring this abstract quality of improvement; and yet, to measure anything, nothing more is required than a unit of measurement and a method of application.

The material things and the intangible forces of matter, the reader is reminded that all the standard units of measurement have been arbitrarily assumed. In like manner, we take the liberty of fixing a standard for the measurement of improvement. As a basis, is taken the amount of improvement or effort, necessary to advance a student from a low state of proficiency denoted by the mark of 30, to the perfect mark 100; and this is conceived to be divided into 100 equal parts each of which we call a "degree of improvement." These are graphically represented by a circle separated into 100 equal divisions.

The method of laying off, on a second circle, each step of this total amount of improvement, from 30 to 31, from that to 32, hence to 33, and so on gradually to a hundred; so that the second circle could be applied to the first, and any given advancement in rank, measured in degrees of improvement, as represented on the outer circle, was more complicated than the first, but will be readily understood. We were guided by an obvious principle. Each increment of advance in rank denotes a varying amount of improvement, increasing as the rank approaches the perfect mark 100; that is, much greater improvement is denoted by an advance from a rank of 90 to 95 than from 60 to 65.

The second circle is divided into 70 unequal divisions, denoting rank, from 30 to 100. Each division is larger than the preceding one, and all together form a regularly increasing series. This second circle is movable on a central pivot; so that any rank may be brought opposite zero of the scale; then, opposite each higher rank, will be found the number of degrees of improvement to that rank.

From 60 to 65 is 7 degrees of improvement.

" 90 to 95 is 12	" "
" 30 to 35 is 1½	" "
" 30 to 100 is 100	" "

The practical working of the principle, which the Progressiometer makes applicable, is exceedingly gratifying. It extends its stimulating influence to every member of the school. It cannot make dunces clever, but it will make *lazy pupils work*. It increases the general average of a class, and so far of course enhances the teacher's reputation. It keeps the idlers busy, and thus makes discipline easier. It keeps the pupils good natured, and in high spirits, above all, it impresses upon every scholar that it is, his duty to improve; and shows to the hard-working student of moderate ability, that, though he may not attain the highest mark, yet his efforts are appreciated by his teacher, and will surely and quickly receive their merited reward.

A fuller description, and more details concerning the method of using the Progressiometer, may be had from the publishers whose advertisement appears in this JOURNAL.

Short Rules for Teachers.

IF you desire your pupils to be punctual and early, set the example yourself.

DON'T give your pupils long lectures on morality. Short sermons are best.

YOU will gain nothing by endeavoring to establish the very doubtful fact that you are perfect.

SEE that your pupils understand clearly what you require them to do. Most of all, endeavor to understand it yourself.

NEVER be slow to commend a pupil for good work or deportment.

BE slow to promise, but quick to perform.

SPEAK grammatically to your pupils; speak kindly, too.

BE prompt in beginning and in dismissing.

TEACH self-government, it is the only government.

A New Institution.

Mr. Peter Cooper is planning to open a free institute for girls near Spartanburg, in South Carolina. He has purchased the property known as "Limestone Springs," which consists of 800 acres of land on the sunny side of a slope, 12000 above tide level. Upon it are eleven buildings and a brick church, which accommodates 500 persons. The main building was in ante-war times a fashionable hotel and afterward a successful girls' school. It is of brick, 240 feet in length and four stories high. He says: "I wish to do something for the South, and show that a Northern man has some interest in the welfare of the Southern people. I hope it may do something toward ending old feuds and cementing the Union. I think there is a very good field for an institution that there may be a means of doing good to the country. It will be done if I can see any way of putting it upon a substantial footing. It would be a school of science and art in its application to all the useful and necessary purposes of life, and for ladies only."

The expenditure will be limited to caring for and fitting up the property. It must afterward run itself. The use of the building, its appliances, tuition, and everything except board will be free to any lady over fourteen years old from any part of the world.

NEW YORK, Jan. 12, 1878.

THE HON. WADE HAMPTON—**D**ear Sir: Allow me to present to you for your consideration, and that of the Legislature of your State, the following inquiry concerning a donation which, upon conditions, I might make for the benefit of the youth of South Carolina:

What are the best conditions on which the State of South Carolina would accept the donation from me of a certain property situated at Limestone Springs, Spartanburg, S. C., consisting of land, and make and maintain a Manual Labor Institution, or a School of Science and Art applied to the useful and necessary purposes of life, for young women, similar to the branches and pursuits now taught in the Cooper Union of New York?

If there be any need of an Orphan Asylum this might also be included in the general design, as there are buildings on the estate sufficient for both purposes.

My attention has been directed by a friend to Southern education (Theodore Bourne, Esq.), to the great need of the youth of South Carolina for instruction in useful arts and

trades, which is one of the best methods, in my opinion, of securing the prosperity of our glorious Union of States, which is my ardent desire. I am, dear Sir, yours very respectfully.

PETER COOPER.

Gov. Hampton wrote to Mr. Theo. Bourne on the subject, and received the following reply:

COLUMBIA, Jan. 17, 1878.

MY DEAR SIR: Your letter informing me of the noble charity which Mr. Cooper proposes to found in this State, has just reached me, and I beg you to express to that distinguished philanthropist the gratitude that this action on his part inspires. I shall do myself the honor to communicate to him my sense of the obligation he has conferred, and I have no doubt but that the General Assembly, speaking for the people, will give expression to the grateful feelings aroused by his beneficence. I am sure that the Legislature will act in full accord with Mr. Cooper, and I suggest that the plan and the scope of the proposed institution be submitted to me at once, so that the Legislature can take proper action to carry out the views of the founder. Hoping to hear from you at an early date, and thanking you for your part in this laudable work. I am, very respectfully, yours.

WADE HAMPTON.

Is it True of You.

CHARLES SUMNER said of Justice Story: 'Besides learning unsurpassed in his profession, he displayed other qualities not less important in the character of a teacher—goodness, benevolence, and a willingness to teach. Only a good man can be a teacher, only a benevolent man, only a man willing to teach. He sought to mingle his mind with that of his pupils. He held it a blessed office to pour into the souls of the young, as into celestial urns, the fruitful water of knowledge. * * * * * He well knew that the knowledge imparted is trivial, compared with that awakening of the soul under the influence of which the pupil himself becomes a teacher. All of knowledge we can communicate is finite; a few chapters, a few volumes will embrace it. But such an influence is of incalculable power; it is the breath of a new life; it is another of soul. In Story the spirit spake, not with the voice of an earthly calling, but with the gentleness and self-forgetful earnestness of one pleading in behalf of justice, of knowledge, of human happiness. His well-loved pupils hung upon his lips, and as they left his presence, confessed a more exalted reverence for virtue, and a warmer love for its own sake.'

We commend to our readers, and to teachers particularly the careful study of the above quotation. Indeed, were we disposed to sermonize, we would like to take it as a text, and if properly used we believed by it we could produce a general *revival* among the profession. Think of it teachers, "Learning unsurpassed in his profession." How many aspire to this? How many are content, not with the *maximum*, but with the minimum qualification required by law. How many are Third Class that would be anything more, were it not for the necessities of the law?

"Goodness, benevolence, and a willingness to teach. We have italicized the words *willingness to teach*. We think even *goodness* and *benevolence* can be found in some cases, where the "willingness to teach" is wanting. Is it not true that many teach reluctantly that the little they do is done with a struggle—and that conscience is often smothered to allow indifference to be gratified? "Willingness to teach," give us that in some of our public schools, even with the present literary attainments of many teachers, and we would work wonders. Instead of the lethargy now so apparent both in scholars and teachers, there would be a mental quickening—a revival that would be marvelous. What now appears to be dull, inert matter, would be found to be that subtlest of all things *MIND*. Where now we see the vacant stare, we would have the kindling glance and intelligence—beaming eye. "Willingness to teach"—"Jew, I thank thee for that word."

"He sought to mingle his mind with that of his pupil—to pour into souls of the young, as into celestial urns the fruitful water of knowledge." That is teaching *par excellence*. No book work about that. No cramming or rote work. It was mind mingled mind. It was the cultivated intellect unsurpassed in his profession for learning, coming into contact with the expanding active minds of his pupils, imparting to them to them its own magnetism and fire. Do you think such a man would be found standing before his class with a book, teaching any definitions in grammar, or listening to verbatim recitations of whole pages of English history. Not at all. There could be no mingling of mind with mind in such exercises—hence its absurdity. Teachers! think of the idea, "mingling mind, with mind." How much like the answer given by a famous painter to one of his pupils who asked him, "If I may be so bold Sir, your colors surpass all others known to me, pray with what do you mingle them?" "With brains," was the expressive reply.

But we do not purpose to comment upon the whole pas-

sage; commit it to memory. Think of it in your waking hours, and we will guarantee you greater success, and greater usefulness, the more you practice the method adopted by the talented Judge Story.—*Ontario Teacher.*

Object Teaching.

Question. Why should we teach?

Answer. That others may gain knowledge.

Q. Why should others gain knowledge?

A. That they may have a wider means of enjoyment and usefulness.

Q. In order to enjoy their knowledge what must children do with it?

A. They must use it.

Q. In order to use their knowledge what must they do?

A. They must think.

Q. Why have the children as well as the teacher to think?

A. In order that their knowledge may do them greater good.

Q. Why not let the teacher do all the thinking?

A. It would not improve the children.

Q. What must be used in thinking?

A. The mind.

Q. What does every child's mind possess?

A. Certain faculties.

Q. What are faculties of the mind?

A. Powers which the mind possesses to do certain things.

Q. In order that children may use these faculties—may think—what must be done with the faculties?

A. They must be cultivated. The children must be led to use them.

Q. How may this be done?

A. By teaching Object Lessons; thus taking the children to Nature—the source of knowledge—and allowing them to compare, reason and generalize for themselves. Then let them express in their language, the results of their investigations, being careful to have their expressions accurate. This kind of work makes the children independent.

The teaching of any subject, no matter what it be, and no matter to what grade of pupils it is being taught, should be done on this plan, for it is only by this means that we will ever get real, independent thinkers—the end for which the true teacher strives. How a thing is taught is of just as much importance as what is taught. What the world needs most is men and women who can think, not those who are mere reservoirs of others' thoughts.

BOOK NOTICES.

ELEMENTS OF GEOMETRY. By G. A. Wentworth. Boston: Ginn & Heath.

This new volume strikes us very favorably indeed. No small number of pupils learn proposition and demonstration by heart, and the usefulness of the study is thereby defeated. In this treatise the scholar has some consideration paid to him; the general plan has been to sacrifice pupils to the subject. Geometry is not a hard study, and yet it is hated by very many because the mode of its presentation is so dry, abstract and unusual. The teacher makes strenuous efforts and generally changes the mode employed by the book and other interests, and saves his pupils. The improvement lies in laying aside discussion, scholium and corollary as unfit for elementary purposes; symbols are used so as to give perspicuity. The book is well printed and the cuts plain and neat. On the whole we believe the volume a real addition to the means for teaching geometry. It might have been improved still more if the author had dared to widen the gulf between the actual school room and the text book. A good teacher cuts loose from the latter because it is of no aid to him except to announce a bare and bald fact. A bolder course would have benefitted the pupil, but brought down the condemnation of such critics as think Euclid must be left untouched, not recognizing that boys and girls now study what formerly belonged to men only.

THE PRIMARY NORMAL SPELLER; or, First Lessons in the Art of Writing Words. By A. G. Beecher. Clark & Maynard, New York.

This book sets out with the motto "Study, to the child, should seem like play," and proposes as one feature, to have the pupil write lessons on slate or paper. The author has made a very neat little book, and it has some pretty wood-cuts; it is not intended to supersede the spelling book, but to be an adjunct to it. The book will be useful in many ways, and hence deserves the attention of teachers. Probably many teachers use this method already; it is certainly largely in use in this city. Thus the word "follow" is found in lesson 58, and the pupil finds after it in script characters, "See these little chickens follow the old hen." Now every apt teacher, if she has time, will give or ought to give sentences to illustrate the use of the words pronounced.

this will help to enforce this practice, it will do a good work.

BEHAVING; OR, PAPERS UPON CHILDREN'S ETIQUETTE. By the author of the "Ugly Girl Papers." Price \$1. D. Lothrop & Co., Boston.

D. Lothrop & Co. are adding many books of value to their catalogue this season. This one, just ready for the spring trade, is a volume upon children's etiquette entitled *Behaving*, a perusal of which, by the way would not harm our young men and women of twenty. It is from the pen of Mrs. Power, the author of the celebrated *Ugly Girl Papers*. While the style is sparkling and witty, holding one like a romance, the English is faultless. No dry rules and forms are given; instead, the reasons for good behaving are presented; and faults of disposition, together with various affectation of manner, are treated with sarcasm and ridicule that no young person reading this book will be likely to transgress in certain directions. The first chapter is entitled *Towards Mother's Company*, and teaches children how to carry themselves in the presence of their elders and superiors. This is followed by a chapter upon *Greetings and Nicknames*, *How to stand, to walk and to sit*, *How to teach young children, Manners away from home, Party Etiquette*, &c. The two chapters concerning *Miss Charity's Lady* gives an entertaining account of a plain and awkward girl who finally became an elegant lady.

CLASSICAL ENGLISH READER. Rev. Henry N. Hudson. Boston. Boston: Ginn & Heath.

This is composed of selections from standard English authors, selecting for intrinsic merit only. It will help to arouse a feeling of interest in our famous writers; it should be the office of every teacher to instruct his pupils in the names at least of our great authors, and we conceive this book will aid to some extent in giving both name and specimen of style.

AMES' COMPENDIUM OF PRACTICAL AND ORNAMENTAL PENMANSHIP.

A copy of this work is before us; it more than sustains the favorable opinion we expressed in a recent issue of the JOURNAL, based upon an examination of the proof sheets. It is certainly the most extensive and complete collection of the master-pieces of the penman's art we have ever examined: its numerous plain and ornamental alphabets, designs for flourishing, engrossed resolutions, memorials, certificates, etc., render it invaluable as an aid to the professional penman and book to be prized and admired by all lovers of skillful penmanship.

EXERCISES FOR TRANSLATING ENGLISH INTO GERMAN. Edited by Edw. S. Joynes. Henry Holt & Co., Boston. This book will prove a valuable addition in teaching German. It has anecdotes, stories, and letters in English to be translated into German. The first ones are short, the exercises gradually lengthening and increasing in difficulty. There are notes, and a complete vocabulary appended, which greatly adds to its value. In conclusion, we say a better help for a German teacher can not be found.

OUR NATIONAL SYSTEM OF EDUCATION. By John J. Henderson, Jr., Dodd & Mead, New York. This little volume has arisen from an attempt to express his views on the public school question. He gives the views of our statesmen and others on the subject, refers to illiteracy, etc. It does not add anything to our previous knowledge on this subject, yet is a well meant endeavor to speak on the right side.

THE PARLIAMENT OF FOULES BY CHAUCER. Edited by T. R. Loatsbury. Boston, Ginn & Heath. The editor has performed good work in presenting the facts known in regard to this little work of the great poet. It has appropriate notes and is made useful to those who will read it. It is well printed also.

THE WORLD'S FAIR. By Francis A. Walker. New York, A. S. Barnes & Co. This is a reprint of a series of articles that appeared in the *International Review*. They are in a compact and neat form, and will be acceptable to every one who wants to post himself critically on the Great Exhibition.

"**THE LONG LOOK BOOKS**," by Edward Abbott, deserve the popularity with which they are received. They are instructive as well as entertaining. Their principal aim seems to be to teach useful lessons and not merely to "tell stories." The latest one of the series, "Out Doors at Long Look," with its numerous silhouette illustrations will be a valuable acquisition to any child's library. Noyes, Snow & Co.

The Sunshine of Song, a collection of songs published by Oliver Ditson & Co., fully deserves its bright title; the songs, seventy in number, cover 200 pages and makes up a neat volume which all lovers of vocal music should have; the words are well chosen and set to very pretty airs. Some of Will S. Hays' best pieces are sprinkled throughout, with enough other authors to make a pleasing variety.

The *Quarterly Elocutionist* for January contains twenty-nine selections suitable for school, parlor and platform; edi-

ted by Mrs. A. Randall-Diehl, author of "Readings and Recitations," "Choice Readings," etc. Every teacher should have a copy of the *Elocutionist*—send thirty cents for specimen copy to the editor, 35 Union square, N. Y.

Henri; or, the Little Savoyard in Paris, a French story, translated by Mrs. Lizzie P. Lewis; this is a sweet little story of a Christian boy whose parents were dead and grandmother killed at the commencement of the tale; he goes to Paris, is robbed of his small amount of money and falls in with a kind old man, who lets him sleep with him; several misfortunes happen to him, but he puts his trust in God, who takes care of him. The story is in the times of Robespierre, who is a friend of Henri's; on one occasion Henri begs for the life of a little girl and her father, who are doomed to die; the little girl is pardoned, but not her father, so Henri helps him to escape, which he does successfully. The book is dedicated to the boys of Mr. Everson's school of New York.

Wide Awake for February is a truly interesting number, for the publishers and editor spare no pains to make it so. A General Misunderstanding, a serial story by C. R. Talbot, is one of unusual interest. True Blue, by Mrs. Lucia C. Bell, is also a serial. Miss Farman gives two of her productions, which are always good, to her readers, and a sketch of the life of Walt Whitman is portrayed; the story for little folks the puzzle department and society of "Wide Awake Helpers," are all there, while the illustrations are as charming as ever. If you want a first rate magazine for the children, get *Wide Awake*.

With the January No. the *Magazine of American History* begins the second year of its existence. The historical articles in the present issue are three in number and comprise an account of the Fall of the Alamo and the massacre of its Texian defenders by Santa Ana in the year 1836, from the pen of Capt. Reuben Potter, U.S.A.; a version of the Battle of Orikany by General de Peyster, and some remarks on the Portraiture of Washington by Isaac Greenwood.

Fords, Howard & Hulbert, 27 Park place, N. Y., have purchased several of the subscription publications of the late firm of J. B. Ford & Co., comprising works by William Cullen Bryant, Harriet Beecher Stowe, Edward Eggleston, Rev. Bernard O'Reilly, Prof. F. H. Patton, Catharine E. Beecher and other authors of high standing, and with these and newer ventures in hand they purpose carrying on a business chiefly devoted to books, both in serial and bound, sold by subscription. Harriet Beecher Stowe's forthcoming New England novel, *Poganuc People*, will be ready about March 1. Meantime they can promptly supply Mrs. Stowe's *My Wife and I*, *We and our Neighbors*, *Betty Bright's Idea* and her beautiful volume for Lent, *Footsteps of the Master*, which are included among their publications.

Iowa Normal Monthly, (W. J. Shoup & Co., Editors,) for January, has several good articles on education. The concluding paper on "Spelling Reform," is given, and others by Superintendents and Principals.

The Pacific School and Home Journal, (Albert Lyser, Editor,) for January gives its readers "Simple Experiments in Physics," "Concord and its surroundings," "School and School laws of Many Lands," "Who shall teach," and other equally interesting. A new department of questions and answers will be opened in the next number. The departments are even better than usual.

The American Naturalist, (McCalla & Starely, Phila. Publishers,) for February, opens with contribution from E. D. Cope. Three other articles precede the "General Notes," which embrace Botany, Zoology, Geology, Geography and Microscopy. It closes with "Scientific News," "Proceedings of Scientific Societies, and Scientific Serials," forming a large amount of reading matter.

Church's Musical Visitor for January contains beside the usual amount of reading matter, four pieces of music. "When the Silvery Moonbeams are Fading," by A. B. Wood and H. P. Danks; "Schottische," belonging to the Cabinet Organ Series; "Are you one of the 'Ninety and Nine?'" by Thomas P. Westendorf; and a "Mazurka," by F. Chopin. The first and third are quite pretty songs, and the other two are first-class instrumental pieces.

The Folio, a musical monthly published by White, Smith & Co., contains the following music in the January number "The Mill will never Grind with the Water that has past," "I hear the Angels sweetly chime," "The Prince of Peace," "By-gone Hours."

NEW MUSIC.

We have received from John Church & Co., Music Publishers of Chicago, the following pieces of instrumental and vocal. "At her Window," music by F. Hardwry. "If I knew you'd always love me," by Thos. P. Westendorf. "Nancy Lee," a collection of waltzes by W. H. Montgomery. "Golden Long Ago," song and chorus. "The Mountaineer's Whistle," by H. T. Merrill. "Little Pathway 'mid the

Daisies," "King Bibler's Army," song and chorus by Henry C. Work. "Farewell, M. Loved One," song, by same as before. "Dot Deitcher Band from Germany," by R. E. Worthington.

Things to Tell the Scholars.

PACIFIC OCEAN SEAL.—It is estimated that there were 25,000 sea lions with a radius of a few miles of San Francisco, consuming from ten to forty pounds each of fish per day. Salmon captured in the Sacramento River often bear the marks of injury from sea lions, having barely escaped with life.

CHATHAM ISLAND, lying off the coast of New Zealand, is peculiarly situated, as it is one of the habitual points of the globe where the day of the week changes. There at noon, Sunday ceases, and instantly Monday noon begins. A man sits down to his noonday dinner on Sunday, and it is Monday noon before he finishes it. It is a good place for people who have lost much time, for, by taking an early start, they can always get a day ahead on Chatham Island. It took philosophers and geographers a long time to settle the puzzle of where Sunday noon ceased and Monday noon began, with a man traveling West fifteen degrees an hour, or with the sun, and at last a place has been found.

THE KING OF SIAM is considering the expediency of sending thirty boys—sons of princes and nobles—to this country for an education. The Siamese government has applied to Hon. B. G. Northrop, of Connecticut, for full information in regard to the Chinese students now in this country. The most distant nations are coming practically into nearer neighborhood. The old idea of national isolation is exploded. The example of China and Japan is already stimulating Siam.

(EXPLAIN that money represents the value of things and illustrate by the following anecdote.)

Mr. Brown kept boarders. Around his table sat Mr. Brown, Mrs. Brown, Mrs. Andrews the milliner, Mr. Black the baker, Mr. Jordan the carpenter, and Mr. Hadley the flour and lumber merchant. Mr. Brown took out of his pocket-book a ten dollar note, and handed it to Mrs. Brown, saying; "Here, my dear, are ten dollars toward the twenty I promised you."

Mrs. Brown handed it to Mrs. Andrews the milliner, saying; "That pays for my new bonnet."

Mrs. Andrews said to Mr. Jordan as she handed him the note: "That will pay for work on my counter."

Mr. Jordan handed it to Mr. Hadley, the flour and lumber merchant, requesting his bill.

Mr. Hadley gave the note back to Mr. Brown, saying: "That pays ten dollars on my board."

Mr. Brown passed it to his wife, with the remark that that paid the twenty dollars he promised.

She in turn paid it to Mr. Black to settle her bread and pastry account, who handed it to Mr. Hadley, making credit for the amount on his flour bill; he again passed it to Mr. Brown with the remark that it settled for that month's board, whereupon Brown put it back in his pocket-book, exclaiming that he "never thought a ten dollar bill would go so far."

Thus a ten dollar greenback was made to pay ninety dollars indebtedness inside of five minutes.

THERE are four modes of making butter in Brazil. The first is by putting the milk in a common bowl and beating it with a spoon as you would an egg. The second by pouring the milk into a bottle, and shaking it until the butter appears, when it is removed by breaking off the top of the bottle. The third, where the dairy is more extensive, is performed by filling a hide with the milk, which is lustily shaken by an athletic native at each end until butter is produced. The fourth, which is considered to indicate vast progress over any of the preceding methods, consists in dragging the hide or leathern vessel, filled with milk, on the ground, after a galloping horse, until it is supposed the butter is formed. The milk is never strained and the butter never washed.

THE REV. WILLIAM ARNOT in his autobiography tells us that while employed in digging with several other persons, there was a short time for resting at the end of each furrow. He carried a small Latin grammar in his pocket, and while stopping for a few moments he would "run down a tense," which he would con over, together with his preceding lessons, during the progress of the next furrow. In this way he filled his mind with information, laid the foundation of his classical studies, and greatly assisted in increasing the retentiveness of his memory.

THE DELICATE CROSS-HAIRS in the telescopes of surveying instruments are fine webs taken from spiders, of a species that are selected for their production of an excellent quality of this material. The spider, when caught, is made to spin his thread by tossing from hand to hand, in case he is indisposed to furnish the article.

THE HORSE-HAIR SNAKE.—There is a well known popular belief which largely survives in spite of the efforts of naturalists to assure the public of its fallacy, that the gordius, or "horse-hair snake," is actually live horse hair. There are still many people who firmly believe that the hair from a horse's mane or tail is left for some weeks in running water, the individual hairs will assume vitality and become "horse-hair snakes." Many a country lad has tried this experiment, though, of course, with unsatisfactory result. At a recent meeting of the Maryland Academy of Sciences, Professor Uhler the president, read an interesting paper summing up our knowledge of this strange worm. Dr. Leidy has determined the fact that in its adult state the "horse-hair snake" does not eat any food; like many insects in their final stage of life, it is then solely devoted to the reproduction of its species. A single female may have an enormous number of eggs; Dr. Leidy's estimate is 6,624,800. The young gordius attaches itself as a parasite to many fishes and small aquatic creatures, and also to such insects as grasshoppers and day flies. The length of the mature gordius is about fourteen inches; its thickness, three twenty-fifths of an inch; its tendency to coil in knots has given the worm its scientific name.

GALLIPOLI. This city of European Turkey, is situated at the northeast end of the Dardanelles, 110 southwest of Constantinople. Although miserably built, it has two good harbors and is the seat of an extensive trade in earthenware, morocco leather, and various other wares. Flocking together in its bazaars and presenting an exceedingly interesting sight, may be found merchants of all nations, all tongues and all styles of dress. Its population now is about 20,000. In 1810 its inhabitants numbered 15,000 and in 1815, 80,000. It also boasts of the honor of having a Greek Bishop.

When the Turks made their advent into Europe, Gallipoli was the first town they captured. This was in 1827, nearly 100 years before they established their dominion by the capture of Constantinople. Being the key to the Black Sea and to the capital of the Turkish Empire, it was, during the Crimean war, held by the allied armies of England and France.

AN OPTICAL EXPERIMENT.—Mr. William Terrill in *Nature* offers a new experiment for proving the compound nature of white light. This method is to arrange seven lanterns so as to project their several circles of light side by side on a white screen, then to color each circle by introducing slides of glass stained to imitate the seven colors of the spectrum (the proper intensity of color being found by trial); in this way are produced seven circles on the screen, colored from red to violet, and arranged side by side. Then by turning the several lanterns, so that the projected circles exactly overlap each other, one circle of white light is obtained proving that the seven colors together make white light. The same effect can be produced with five colors only, if properly selected; and even two, the ordinary cobalt-blue and deep orange, will nearly do. If these two made to partially overlap, the effect is very striking.

THE GREAT ORGANS OF THE WORLD.—The largest organ in the world is in Albert Hall, London, and was built by Henry Willis, in 1870. It contains 138 stops, four manuals, and nearly 10,000 pipes, all of which are of metal. The wind is supplied by steam-power. Thirteen couplers connect or disconnect the various subdivisions of the organ at the will of the performer. The organ at St. George's Hall, Liverpool, also built by Mr. Willis, has 100 stops and four manuals. That of St. Sulpice, Paris, is of the same magnitude, and has 5,000 pipes. The largest organ in America is in the Music Hall, Boston, built by Walcker, of Ludwigsburg; it has four manuals, 80 stops, and 4,000 pipes. The other important organs in this country are by American builders, and are as follows: Trinity Church, New York, built by Henry Erben; Plymouth Church, E. and E. G. Hook; St. George's, New York, by George Jardine & Son; Tabernacle, Brooklyn, by the same; St. Bartholomew's, New York, by J. H. and C. S. Odell; Temple Emmanuel, New York, by Hall & Labagh; and Holy Trinity, New York, by H. L. Roosevelt. These organs have from 2,500 to 4,000 pipes, and from 50 to 60 stops, and therefore, in point of size, will be found equal to the average large organs of Europe. Some of them contain all the modern European and American improvements. One of the largest organs in America is in the Roman Catholic Cathedral at Montreal, and was built by Mr. S. R. Warren of that city.—*Appleton's American Cyclopedia*.

EVERY-DAY KNOWLEDGE.—How many young and rich grown people either, for that matter—reared in the city of large towns, can tell the names and describe the characteristics of all our common birds, not to mention the wood birds and small wild animals? How few the names of our forest trees, or flowers that deck the fields and make the shady wood-nooks lovely. The aromatic plants and roots; the numerous family of graceful ferns; the sea-shells and

mosses; the small fruits and berries; even the ordinary industries of the farmer—all of these and many other kindred out-of-door things afford themes of delight and profitable study. Let every father and mother take it up with the children, and learn to tell every bird by its note and appearance; to know its habits and the cheerful routine of its happy and busy life.

HABITS OF KANT, THE METAPHYSICIAN.—If Balzac's may be taken as the type of the artist's life, Kant's may be taken as the type of the student's. The habits of both are equally well known. The author of "Pure Reason," like the novelist, gave a daily dinner party, but when his guests were gone he took a walk in the country, instead of seeking broken slumbers in a state of hunger. He came home at twilight, and read from candle light till bedtime, at ten. He rose punctually at five, and, over one cup of tea and a part of a pipe, laid out his plan of work for the day. At 7 he lectured, and wrote till dinner time, at about one. The regularity of his life was automatic. It was that of Balzac, save in fulfilling all the accepted conditions of health—early rising, early lying down, moderate daily work, nightly rest, regular exercise, and a diet regulated with the care, not of a lunatic, but of a physician. A cup of tea and half a pipe in the morning cannot be looked upon as a stimulant to a man in such perfect health as Kant always enjoyed, and, if they can be, let it be observed that it was while engaged with these he thought about his work; it was his hour for what Campbell called his fuming meditations. He certainly used no other stimulant to work, in the common sense of the word, but he even illustrates, in another point, the need of the mind for artificial conditions, however slight they may be, when engaged in dreaming. During the blindman's holiday, between his walk and candle light, he sat down to think in twilight fashion, and, while thus engaged, he always placed himself so that his eyes might fall on a certain old tower. This tower became necessary to his thoughts, that, when some poplar trees grew up and hid it from his window, he found himself unable to think at all, until, at his earnest request, the trees were cropped and the tower brought into sight again. Kant's old tower recall's Buffon's incapacity of thinking to good purpose, except in full dress and his hair in such elaborate order that, by way of external stimulus to his brain, he had a hairdresser to interrupt his work twice, or when very busy, thrice a day.

ADVICE TO STUDENTS.—Sit up to the table when you read; easy chairs abolish memory. Do not read the same book too long at one sitting. If you are really weary of one subject change it for another. Read steadily for three hours a day, for five days in the week; the use of wet towels and strong coffee betrays ignorance of how to read. Test the accuracy of your work as soon as you have finished it. Put your facts in order as soon as you have learnt them. Never read after midnight. Do not go to bed straight from your books. Never let your reading interfere with exercise or digestion. Keep a clear head, a good appetite, and a cheerful heart.

COLDS.—Dio Lewis says: Medicines will not cure colds. Opening the skin is important, but the principal means is a reduction of food. You have eaten meat twice a day. Eat none for two or three days, if the cold lasts so long. Use only plain, unstimulating vegetable food, drink plenty of cold water on rising and on lying down, and keep your legs and feet warm by friction and a frequent change in your woolen stockings, say twice a day. This last is important.

A MATHEMATICAL PROBLEM.—Supposing there is a school where the boys have not been taught that "to lie is base," and that Asa has the reputation of telling three truths to one lie. Peter usually tells one lie to every four truths he utters. Charles is accustomed to tell the truth five times in every seven assertions he makes.

Now one day somebody put a piece of India-rubber on the hot stove, to the annoyance of the school. Charles told the teacher that David did the deed. Asa and Peter both declared that David did not do it. Upon this testimony, required the mathematical probability that David was the offender.

If a man would only start with a fixed and honorable purpose in life, and persistently attempt to carry it out to the best of his ability, undismayed by failure or delay, the time may be long in coming, but come it will, when that purpose will be achieved.

PHILLIPS ACADEMY, at Andover, Mass., is the first academy in America to attain the dignity of a centennial, and the Trustees have accordingly provided for an appropriate celebration on the 5th and 6th of June next, on which occasion a historical oration will be given by Rev. Alex. McKenzie, of the class of 1855, and a poem by Oliver Wendell Holmes, of the class of 1835, and other addresses will be given by distinguished alumni and friends of education. Phillips Academy is said to have sent more boys to college than any other academy in America, and there will be a large home gathering of the alumni at Andover in June, to honor their alma mater.

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NEW YORK, FEBRUARY 16, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

Who Shall Teach.

No question is of greater importance than this. The destiny of the children is determined by influences, and as they are restrained, directed, or educated so they will be. There are four periods, the imitative, the receptive, the expansive and the formative. In these the proper model, the appropriate knowledge, the directing ability the power to model are necessary—they must combine in the teacher. Do the teachers possess them, or are they merely receptacles of facts, communicators of statements that possess in invigorating power on themselves and their lives, and hence must be powerless when applied to others? It is a serious responsibility to teach a young child; some have considered the matter with care and prepared themselves properly for the high function. Others have entered on the work as they would one that was merely mechanical and had no far-reaching consequences. The young being is to be prepared to play a part on the stage of life; does his teacher understand how to do it; he ought primarily, to educate, must be found man in man, and woman in woman, for this pupil is a moral responsible and immortal being.

Less Pay for the Same Work.

This is what many of the teachers of New York City are to face for the year 1878. The Board of Apportionment would not give the Board of Education enough money to pay the same (1877) scale of salaries; hence a reduction was made, and in some cases it will bear with crushing effect. The Vice-Principals seem to have been selected to receive the brunt of it. Here is a case of one who holds a most responsible situation in a ward where all the influences are antagonistic; a man of remarkable skill, achieving success for 24 years; needing every cent to enable him to care properly for his family, and yet he is reduced about one-third! This is probably the hardest case of all. There are others who will suffer nearly as much, in fact the taking away of a half a million dollars annually from the New York teachers is a dreadful blow. We cannot but express our deepest and heartiest sympathy for each and every one who thus suffers, and express the hope that some means may be devised to lessen the grievous burden. In another column we give the communication from a teacher who proposes a plan for temporary relief.

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Words of Advice.

THE painful exhibit of reduced salaries must be laid aside. Let the idea of proper remuneration, of increased salaries, be entertained. And why not? What is there to prevent the salaries being raised in 1879? Nothing but the inaction of the teachers stands in the way. All want their salaries increased, but all will not unite on a plan to effect it. In union there is strength, but the unity among the New York teachers is only in name; it effects nothing permanent. There must be the union that exists in an army; 1st, a losing of personality; 2d, a general burying of the hatchet; and 3d, a willingness to work for the cause.

The Board of Apportionment are under the dictation of public opinion. It must be confessed, painful as it is to say it, that the public are not averse to the reduction of salaries; hence that public opinion must be corrected; the city must be districted and meetings held and the public enlightened on this important subject. A series of circulars must be prepared that will state this truth clearly, *that true economy calls for the expenditure of more money for the public schools instead of less*. Then speakers and co-laborers could and should be secured in every block in the city. In a short time the first of a series of well planned public meetings should be held. What cause is there that could command such speakers; in fact, who is there that would speak on the opposite side? No cause has so many friends, only they have not been summoned into action. It is to be especially noted that empty denunciation and noisy rhetoric are not what is wanted; argument, solid facts must be presented. And what cause has them in such abundance? We need an educational Moody and Sankey, a speaker and a singer to lead the people in an educational revival. And reflect, what is done for New York is done for every way-side school house, for the influence would be felt by the penurious trustees of the district schools.

We should like to see the beginning of a movement that would make the new order better than the old. We should like to be at the gatherings and hear President Wood, Com. Beardalee, Ex-Com. Fuller, Chancellor Crosby, Rev. Mr. Hepworth, Dr. Hall, Dr. Deems, and hundreds of other eloquent speakers on this subject. The city can afford to pay 5,000,000 dollars per year for salaries; it can do it if it will save on its expensive politics. Why does vice, drunkenness and crime flourish here? Because they are protected by politics. The beginning of a new era is apparent; and the teachers should avail themselves of the tide that is beginning to set in the direction of a lasting reform. There is a society to suppress vice and crime and it is at work. There should be a society embracing not only teachers, but every intelligent man and woman to *enlarge and extend the advantages of education*. We shall expect the teacher to organize at once this far-reaching movement, and shall assist its progress to the utmost. The spasmodic efforts of a few principals or vice-principals that have no tie but the security of remuneration is not strong enough. There must be an appeal to the people. The people want good schools; they can be shown that it is economical to have them; the commercial training they have will show them that they must pay skillful teachers a legitimate sum of money for their services.

Hence our advice to the teachers is a consolidated purpose to enlighten and improve the public mind on education. This has not been done; it should be delayed no longer. The best plan will be for the entire body of teachers of each ward to meet and form an organization and arrange for another meeting for which there should be a diligent canvass. These second meetings should be held at different evenings in the various wards, so that they could be addressed by some eminent speakers. Good music should be provided and good campaign songs be sung. Windy denunciations of the Board of Apportionment will be out of place; so will faultfinding with the Board of Education. Arguments, facts, figures are what the people want; if the cause has not these it will fall, but it has them; no cause has so many. Courage, good friends; the blow is not aimed at you, it is dealt at popular education. Will you defend that? In covering that with a shield, you are yourselves safe.

Suppressing Mischief.

THE old problem of human life, "How to induce a human being to prefer good to evil," is constantly before the teacher, and in doing this he is beset with a peculiarity of human nature that is not set down in treatises on psychology, ancient or modern; the spirit of mischief. Let the teacher be the incarnation of goodness, it is still apparent, nay, sometimes in the school rooms of saints it seems to run rampant. There is no end to the tricks and devices the devotees of mischief delight to play off. It sometimes seems as though the poor teacher would never see the endless inventions for her perplexity that are daily and hourly put forth. Has she learning? they do not respect that; is she severe and exacting? that seems to arouse it; does she seem perplexed? that is the signal for an assault all along the line.

The best governor is the one who is really and truly self-governed. The young Quaker said to Mr. Page he never struck a pupil "until he could hold his arm;" he never inflicted a blow when he wanted to do it; he waited until the desire to strike had entirely passed away. No man can discipline others who is not himself under perfect discipline; not that he must be a negative principle, but piercing into the depths of his own soul he will find there the same qualities he finds his pupils exhibit, for they are each Adam-descended. The influences that control him will control them; it may be with a variation suitable for age and habitat, but what is power in one case is power in another.

NEW YORK CITY.

New York Board of Education.

The Commissioners met Feb. 11.

Present. Messrs. WOOD, BEARDSLEE, BELL, COHEN, DONNELLY, DOWD, GOULDING, HAZELTINE, HALSTED, MANNIERRE, PLACE, TRAUD, VERMILYE, WALKER, WATSON, WEST, WICKHAM, JELLIFFE, KELLY, WHEELER.

COMMUNICATIONS.

A protest from Charles Olney, V. P. G. S. 26 and Vice-principals Murphy, Smith, Ayres, Childs, Whiteside, Williams, Myers and Griffin, in respect to proposed reduction of salaries; this was a well drawn paper showing how unequally the reduction affects the male vice-principals.

A protest was next read from Miss Kate F. Requa, P. P. D. G. S. 47. This principal has been in service twenty-one years; for twelve years has not lost a day.

Next one was presented by Miss Frances C. Church, P. F. D. G. S. 38. This principal says she has been in service for 27 years; that P. M. D. is reduced eight per cent; she is reduced fifteen per cent.

Next one was presented from Wm. O'Brien, V. P., M. D., G. S. 23; he states his reduction will be thirty-six per cent!

Next one was presented by Thos. E. Cody, V. P. M. D. G. S. 29; he states his reduction will be thirty-two per cent!

Next a protest was presented by the female vice-principals, whose attendance is less than 250, signed by F. V. P. Nos. 24, 21, 7, 23, 29, 30, 8, 10; they ask their standing as vice-principals shall not be taken from them.

Mr. Halsted asked that Mr. Henry Dayton, trustee of the 9th Ward, might withdraw his resignation; voted.

ORDER OF THE DAY.

The question of reduction of salaries was then taken up.

Mr. Walker said he had listened to many remarks since the last meetings and had thought much, and had determined to offer some amendments. To pay V. P. M. D., if less than 250 attendance, \$1,800; to pay male assistants, where one is employed, \$1,700, where two, an average not exceeding \$1,500, To F. V. P., having an attendance less than 250, \$1,000; above 250, \$1,200. (This prevents the abolition of vice-principals.) Next junior female teachers, after drawing \$400 for a year, shall be entitled to the average rate prescribed. Lastly, to strike out the section prescribing that trustees shall employ vice-principals as first assistants. (This is not needed because vice-principals are retained.) The following schedule was adopted:

MALE DEPARTMENTS.

	Prin.	V. Prin.	Female Ass'ts.
In schools, attendance			
1 to 150,	\$2,250	\$1,800	\$800
" 151 to 250,	2,500	1,800	
" 251 to 300,	2,500	1,800	
" 301 to 500,	2,750	2,000	
" 500 to 800,	3,000	2,000	

Male assistants, where one is employed, \$1,700; where two or more, an average not exceeding \$1,500. Female assistants an average not exceeding \$800.

FEMALE DEPARTMENT.

	Prin.	V. Prin.	Female Ass'ts.
In schools 1 to 100,	\$1,200	\$1,000	
" 101 to 150,	\$1,300	\$1,000	\$750
" 151 to 250,	\$1,500	\$1,000	
" 250 to 300,	\$1,500	\$1,200	
" 301 to 500,	\$1,600	\$1,200	
" 501 and over,	\$1,700	\$1,200	

The salary paid to assistants shall not average above \$800.

PRIMARY DEPARTMENT.

	Prin.	V. Prin.	Female Ass'ts.
In schools 1 to 200,	\$1,000	\$850	
" 201 to 350,	\$1,100	\$850	\$600
" 350 to 400,	\$1,100	\$900	
" 401 to 500	\$1,300	\$900	

501 to 600	\$1,300	\$1,000
601 to 850	\$1,500	\$1,000
851 to 1000	\$1,500	\$1,000
1000 to	\$1,500	\$1,000

The salary paid to assistants shall not above \$600; but no salary paid to an assistant shall exceed that paid to a vice-Principal.

All persons employed as Principals of G. D. or P. D., etc., who shall have been so employed for a period of 14 years, shall be paid not less than as follows if approved by a majority vote of the Board of Education, viz:—

Of M. D.	Of F. D.	Of P. D.
\$2,500	\$1,900	\$1,700

Male assistant teachers, first year \$700; female \$400, unless they have had an experience of one year.

Normal School instructors to be reduced five per cent, when receiving over \$1000.

Janitors to be reduced about 20 per cent.

These were passed section by section and then put on a final passage as a whole—Messrs Bell, Cohen, Donnelly, Dowd, Goulding, Hazeltine, Katzenberg, Kelly, Place, Traud, Vermilye, Walker, West, Wheeler, Wickham and Wood voted in favor; against were Messrs Beardalee, Jelliffe, Manniere and Watson.

The sum of \$215,000 was then appropriated for January salaries, under the new scale.

The debate that ensued was participated in by several. Mr. Walker said, the Board had been paying salaries to male assistants in G. S. from \$1,850 to \$2,340; the plan proposed would give equal salaries for equal work.

Mr. Manniere exhibited great interest in reducing the salaries as little as possible.

Mr. Goulding proposed the salaries of female assistants should be \$825 instead of \$600; lost. But Mr. Manniere got it up to \$850, and carried it.

Mr. Hazeltine proposed the principals of P. D. should not be reduced more than ten per cent. lost.

Mr. Wheeler wanted the term of service (for maximum salary) to be 10 instead of 14 years.

Mr. Jelliffe proposed a five per cent. reduction. He thought the Board of Education should go to the Board of Apportionment and say it could not get along with the amount it had given and ask for more.

Mr. Watson thought the Normal School instructors should be reduced more than 5 per cent. when others were reduced 30 to 40 per cent.

Mr. Wood made a vigorous defense of the Normal College, that it was most economically managed; was now entitled to four more teachers; there had been no advance of salaries there since 1870. In respect to his voting for the reduction of salaries, it was an official necessity; no one more deeply deplored it. But they must get along with \$500,000 less and hence a painful act must be done that caused him many a sleepless night.

RESULTS OF REDUCTION OF SALARIES.

The results of the reduction of salaries in several cases are as follows:

Male V. Principals.	Female V. Principals.
No. 23, \$2,500 to \$1,600.	No. 1, \$1,298 to \$900
" 6, 2,500 " 1,600.	" 24, 1,800 " 1,500
" 9, 2,500 " 2,000.	" 21, 1,288 " 900
" 21, 2,500 " 1,700.	" 53, 2,006 " 1,700
" 20, 2,500 " 2,000.	" 59, 2,000 " 1,700
" 29, 2,500 " 1,700.	

The following Male Principals are reduced from \$3,000 to \$2,500. Nos. 23, 24, 12, 7, 46, 54, 21, 63, 64, 65.

Female Principals.

No. 29, from \$1,298 to \$900.	
No. 3, " 2,006 to 1,700.	
No. 21, " 2,006 to 1,700.	
No. 26, " 1,800 to 1,500.	
No. 32, " 1,800 to 1,750.	
No. 64, " 1,320 to 1,100.	
No. 65, " 1,320 to 1,100.	
No. 45, " 1,200 to 1,000.	

The changes among the assistant teachers, especially the male assistants are also most disastrous. To save \$50,000 monthly from the salaries of the teachers will cause so many heartaches, and retrenchments that they cannot be contemplated without the deepest sympathy for each and all. These men and women are laboring in a cause that never can pay them adequately, and now the money representative of remuneration is cut down to a figure that while the position may be kept, the motive that made the labor pleasant will be wanting.

THE STATEMENT OF THE VICE PRINCIPALS.

They say under the proposed schedule of salaries, they will be compelled to suffer a far greater reduction in their salaries than any other grade of teachers; that the average term of service previous to attaining the position of Vice Principal, varies from ten to fifteen years. Some Vice-Principals have occupied their present positions for twenty years or more; that in preparing pupils for the City College, many of us are compelled to give special instruction before and after school hours. Beside the examinations by the Superintendent and the Principal, we have to prepare our classes for examination by the Faculty of the City College, and in addition to the above, discharge the ordinary duties of the Principal in his absence; that they are in sympathy with the taxpayers of the city, and also with the Board of Education in their efforts to economize, and will cheerfully accept any reasonable and equitable reduction of salaries.

The Board met again on Feb. 13.

COMMUNICATIONS.

From the City Superintendent in relation to a violation of the rule against corporal punishment. Mr. Halsted moved to refer it to the Committee on Teachers. Mr. Wickham wanted it read. Mr. Bell did not, and a debate arose, and on voting 8 opposed the reading.

FRENCH, GERMAN AND DRAWING.

The subject of teaching French, German and Drawing came up, and after debate it was voted that teachers in the two former should have \$1.50 per hour; in the latter \$2 per hour.

LEAVE OF ABSENCE.

The following rule respecting absence was adopted.

"No leave of absence shall be given to any teacher without the appointment by the Trustees of a licensed teacher as substitute to take the place of the absentee, when necessary to provide that no class shall be left without instruction, and such substitute shall be paid out of the salary forfeited by the absent teacher; except when the absence of a regular teacher has been excused with pay by the Board of Education, on the recommendation of the Committee of Teachers. When no additional expense is incurred by the Board of Education for the providing of a substitute teacher, the Committee on Teachers shall have power to excuse the absent teacher, with pay."

The amount appropriated to each ward for incidental expenses was reduced from 60 to 50 cents per scholar.

MUSIC TEACHER'S SALARY CUT OFF.

The teacher who conducts the music is no longer to have \$40.00 for the extra labor.

TRUANCY DEPARTMENT.

The salary of the Superintendent of Truancy was then reduced from \$2,000 to \$1,800, and the twelve agents from \$1300 to \$900 each.

The session was a protracted one and, like the two preceding ones, will bring perplexity and pain.

TRANSFERS, ETC.

The transfers and consolidations that have been proposed are not to take effect until Sept. 3.

On this subject, Mr. Jelliffe made a very good speech: the best point was that the teachers concerned had not been consulted.

Mr. Walker asked for a transfer of \$48,000 from the building account to the salary account, and it was granted.

FRENCH AND GERMAN AGAIN.

Mr. Watson offered a resolution that the Com. on Salaries and Economy proposed to save \$6,177 on salaries of the employees of the board reducing Mr. Kiernan, Mr. Davenport and Mr. Stagg, each \$250, Mr. Bourne \$500, Mr. Dunham \$600, and several clerks small amounts.

Mr. Beardlee asked Mr. Wickham to take back his assertion that the Education department was full of abuses, more so than any other. Mr. Wickham in reply said the average paid in the Board of Education was \$2,930, while in the department of Charity it was \$1,331; in Fire, \$1,430; Finance \$1,548; Health \$1,662; Police \$1,918; Public Works \$2,059.

The report was adopted.

In Memorium—Geo. W. Mitchell.

At a meeting of the Board of Trustees for the 18th Ward Schools, the following resolutions were adopted:

Resolved, That this board has heard with sincere regret of the death of Geo. W. Mitchell, late principal of the evening school of this ward; the trustees desire to place on record their testimony of the high estimation in which they held him, and to express their appreciation of his character as a man, and of his qualities as a teacher and disciplinarian.

Resolved, That they attribute the success of the evening school No. 40 for the past four years under his charge, to his untiring energy and good management, coupled with that amiability of heart and kindness of disposition which singularly endeared him to his assistant teachers and his pupils.

Resolved, That this board tender their heartfelt sympathy to the family of the deceased in their great and sudden affliction.

Resolved, That these resolutions be spread upon the minutes of the board, and a copy of them be sent to the family of the deceased.

JOSEPH K. O'BRIEN,

Secretary pro tem.

PIANO CONCERTS.—The first of Mr. Jerome Hopkins' Piano-Lecture Concerts took place Wednesday, February 13th. The audience though not large was select, and appreciated the music, and the original articles, he read on "The Piano-Forte, its rise and progress." Mr. Hopkins played all his pieces from memory, which was a feat in itself, as they were all long. After playing Alfred Jaell's "Rigoletto Fantasy," he took up first part of his lecture into which he skillfully introduced a good deal of humor. Several other selections from various composers were given, which drew from the audience well-deserved applause. Two duets were performed by Mr. Hopkins and a lady, the last, "Dashaway Galop," being full of life and spirit, and unquestionably the best. We do not see why Mr. Hopkins should not have a full house at his next concert, which takes place on Feb. 19th.

Industrial Education.

(The writer of the following letter is foremost in philanthropy in this country and in Europe. She sends a copy of Mr. Royce's work, referred to in these columns, to the Normal Schools, to the State Superintendents, Governors, etc., accompanied by these emphatic words.)

SIR: In the name and love of humanity, I implore you not only to accept the volume which I have the honor to

present to you, but to read with prayerful consideration the appalling condition of the toiling and dispairing masses; to note the wide-spread deterioration eating them up, body and mind; to consider the growing pauperism of our large towns from which all these evils spring, and to study the means of preventing this double bane of pauperism and deterioration.

Among the many subjects treated in this volume, I would direct your attention to the great waste of life among the laboring people, which crushes them, and hardens the hearts of those who witness the fearful loss unconcerned.

Early training in national infant schools, industrial education and suburban homes with garden plots, are discussed and recommended as in the demands of science and humanity.

Look at our country—the people and its institutions—it is all a great field of labor and necessity, calling for action. Each is complaining and looking for help to the other, whilst each is guilty of selfish neglect and indifference, and our country is degenerating; drunkenness, insanity, suicide, vice and crime increase on all sides, and our prisons are being filled with men of position, to whom the rising generation looked for an example of honorable usefulness.

If I am not mistaken, honest labor is the NEED of the HOUR, alike demanded by the physical, mental, moral and financial condition of the nation. Industrial education alone can bring about [this] reformation, by joining with labor, skill, dignity, and honor.

We want LESS WORDS and STRONGER DEEDS, less show and more substance, less pretence and more reality, and we must less strive to APPEAR, and care more for WHAT we are and do.

A favorable expression in reference to the spirit and matter of this volume will assist in the good which may be accomplished by spreading its contents. Yours truly,

ELIZABETH THOMPSON.

The Intercollegiate Contest.

THERE were twelve colleges represented, as follows: Jas. H. Mason, for Madison Univ.; Chas. L. Williams, Princeton; Peter A. Hendrick, St. John's, Fordham; Wm. J. Roome; Jr., Univ. of the City of New York; Seaman Miller, Rutgers Coll.; Jas. Ness, Cornell; C. P. Mills, Williams' Coll.; Paul Krodel, Coll. of the City of New York; T. C. Martin, Wesleyan; J. J. Grant, Lafayette; Conrad Haney, Northwestern Univ., and Jas. E. Ensign, Syracuse.

The examiners and judges in the various subjects for which prizes were awarded were T. W. Higginson, Jas. T. Fields, and E. C. Stedman, who acted as judges of essays; Bayard Taylor, J. R. Hawley and E. H. Chapin, judges of oratory; Charlton T. Lewis, T. W. Chambers and A. Harkness, examiners in Greek; J. H. Morse, Mytton Maury and J. B. Sewall, examiners in Latin; Simon Newcomb, P. S. Michie and A. Hall, examiners in mathematics; Noah Porter, J. H. Seelye and C. P. Krauth, examiners in mental science. Mr. Williams won applause by his panegyric of President Hayes for his policy toward the South. Mr. Hendrick of St. John's Coll. took the theme "Principle." Mr. Mills of Williams' Coll. had a popular subject, the "National Life of Ireland." He received several bouquets.

The judges in the oratorical contest awarded the first prize to Carlton R. Mills of Williams, and the second to Jas. J. Grant of Lafayette. Chas. W. Ames of Cornell was awarded a prize for best essay upon the subject of the Growth of Political Parties in the United States, and honorable mention was made of M. D. Rosenberg of the Univ. of the City of New York, for essay upon the same subject. The prize for the essay upon the advantages and disadvantages of the American Novelist was awarded to Miss Lizzie R. Hunt of the Northwestern Univ., Illinois, and honorable mention was made of T. G. Bronson of Madison Univ. The other prizes were awarded as follows: Greek, Louis Boier, Rutgers; Latin, A. D. Brigham, Madison Univ., and the second to M. D. Rosenberg, Univ. of the City of N. Y., essay on mathematics, T. G. Satterlee, Coll. of the City of N. Y., the second to A. S. Hathaway, Cornell, and honorable mention was made of R. W. Prentiss, Rutgers; mental science, A. T. Ormond, and second to J. P. Gordy, Wesleyan Univ.

Water Color Exhibition.

No. I.

In looking over the illustrated catalogue of the Water Colors on Exhibition at the Academy, our pleasant memories do not linger with those paintings so cleverly reproduced,—cleverly, and yet not so, for in nearly every case the coloring has so much to do with the real merit of the picture, that a black and white sketch ever so well done, gives no idea of the original. This is particularly the case with No. 363, by Wm. T. Richards, where the massive rocks and the surging waters are so beautifully rendered. Mr. Richard's mountain scenery used to please us exceedingly, but these coast scenes are still better. The

The delicate green of the ocean is exquisitely reproduced in deeper hues in the cliffs. Teresa Hegg's flowers, idealized as they are and even on tinted paper will always be favorites; No. 1 and 64, are particularly beautiful. No. 129, On the Threshold, by Wm. McGrath. The drawing of the figure and the management of light are excellent. Every one will be glad to see a veritable Landseer, No. 107. No. 106 close beside, is well worth a careful study. The two pictures by Pranishnikoff, No. 98 and 40, which Harper's & Bros. have so well reproduced, are beautiful in coloring as well as faultless in outline. For minuteness of detail perhaps these will be remembered longer than any others in the exhibition. No. 173, The Stolen Glance, by T. W. Wood is an excellent commentary on wayside begging. No. 439 by Shelton, Winter Twilight, is a faithful picture of suburban life. We involuntarily look up to the clear blue sky, and thank God for its pure though fading light. No. 226, Better than Beer, by J. E. Wylie, Jr., would be a pleasant picture in the dining-room. No. 270 by Fidelia Bridges, Morning Glories; also a Family of Swallows, and King bird on the Lookout, keep that artist's reputation good. No. 149, Old Ballads, by Walter Satterlee is very pleasing, the best picture of his in the collection, although No. 39, The Belle of the Village, would be equally good if there was more expression on the young lady's face. No. 35, A Glimpse, by J. Symington, is completely spoiled by the very regular path through the woods, and by the lady's neck which is fully two third as large as her waist. The dress and drapery are very well painted. No. 57, The Cathedral at Quimper, Brittany, by Samuel Colman is a grand picture, of wonderful workmanship. No. 369, Love Me, Love My Dog, by Wm. W. Scott, is a very womanly face, very near that of a pet dog who fully reciprocates the affection shown him. The execution here is very good. No. 359, Clearing the Course, University Boat Race, by T. Reed Dickinson, is as fine in its miniature as a photograph and must have been laborious work.

The room devoted to black and white pictures seems especially interesting to visitors. There are many beautiful and wonderfully fine drawings and etchings here. Mrs. Julia H. Beers has several drawings of trees and landscapes, whose exquisite finish would be seen much better if the frame was hung lower. There are several fine portraits and many etchings with which we are familiar in Scribner's and Harper's monthly.

THE SCHOOL ROOM

Honesty is the Best Policy.

Dialogue for two boys.

Fred. What shall I do with this pocket-book? I have had nothing to eat since morning, and no prospect of my ever having anything unless I use what is in this purse. I will be turned out of my room in a few days, and then what will become of me? But I must not stand here. I know the gentleman who dropped this, and will return it to him. I should not have hesitated so long. (Enter a gentleman) Mr. Morris, I was just going to see you. I saw you drop this pocket-book, and was going to take it to you. (Hands purse.)

Mr. Morris. Thank you, my boy, I had missed it and was coming to look for it. There was a valuable check in it, which I would have been sorry to lose. (Fred moves off) Stay. What is your name? I think I have seen you before.

Fred. Fred Manning, sir.

Mr. Morris. Was your father's name Joseph?

Fred. Yes, sir, Joseph Manning.

Mr. Morris. Why, I used to know him well. What are you doing now for a living?

Fred. I have been running errands for a dry goods store; but they had too many clerks, and so turned me off.

Mr. Morris. I am a lawyer, and if you would like an errand boy in my office, I think in a short time you would be promoted. What say you, Fred?

Fred. Oh, sir, I should be only too glad.

Mr. Morris. Now, what would you like to have, for your noble conduct, in returning my pocket-book?

Fred. I do not deserve anything, Mr. Morris. I am ashamed to say—but I must confess it—that I thought for a moment of keeping it myself. But only for a moment, I assure you, sir.

Mr. Morris. I do not think the less of you for that, my boy, as you finally did right. I know it must have been hard for you to give it back to me. Come to me to-morrow at two o'clock, and don't forget through your whole life, that "Honesty is the best policy."

(Exit).

Fun. Do not keep a sober face all the time at school, as if the trustees had decided to lower your pay. Have something laughable to tell your pupils. The following are a few examples: "We all know," said a school-examiner, "that A, B, and C, are vowels; but wot we want to know is, wy they is so." The mewels," wrote a wrote a school-boy, "is a larger bird than a guse or turkey. It has two legs to walk with, and two to kick with, and it wears its wings on

the side of its head. It is stubbornly backward about going forward." Why is a physician like a school boy? Because he is likely to be called up.

PUNCTUATION.—Watch very carefully the punctuation on every exercise given in. We saw this in a school composition not long ago: "When he eats his mouth, looking at it from one side, etc." The school-committee man who wrote the following must once have been a pupil himself. He writes, "We have a school-house large enough to accommodate four hundred four stories high." What giants there must have been in that district, judging from the height of our four-story buildings here.

MARCHEs.—This is intended only for the teachers who play at school for the scholars to march by. Don't, *please* don't play those 1, 2, 3, 4,—1, 2, 3, 4, which would put any any one to sleep; and how much more likely it would send twenty-five or sometimes a hundred scholars into a doze, who are tired of sitting still. Play something—no matter what it is, if only it is sprightly. Play it to they will have to step quickly to keep time. If played in this way, it rarely fails to bring smiles to their faces, and when they take their seats, they are full of good humor. Try this once, and see if it is not so. Remember the time when you were young and how you felt to have to keep time to a half dead time which was banged out of a piano.

MIKE.—He used to look into the windows of the periodical stores, and read the titles of the dime novels with delight; he revelled in the wood-prints of "One Eye, the Scourge," and stood long before the fascinating pictures descriptive of "Snarleyow, the Dog-Fiend." And so looking and dreaming in his own way, he decided that a trapper's life was the life for him. He had small conceptions of distance, and thought some hunting-grounds might be found near the terminus of the horse-railway; so he made preparations for the work. One five-cent loaf, a jackknife with two blades, one piece of clothes-line, five feet long, for capturing deer, buffalo, or anything of that sort, and six cents comprised his outfit. He knew trappers had a tent usually, and a slouched hat and black mustache; but not being able to manage either, reluctantly left them out. One chilly, gray day, late in November, he wrapped up his possessions, confided his secret to the latest nice boy he knew, who recoiled with horror, and then, his father and mother being out, and his elder brothers and sisters scattered or quarrelling, Mike set on his travels. He took a car, and by dexterous jumping off and on, managed to save his fare; and when the horses were unloosed at the end of the route, he ran. There were too many houses about there, but he saw trees in the distance, and went toward them. The street was long, but at last, by climbing up high on the rocks above the road, he found the trees. A rough country it was Mike thought, and it was growing cold, but he walked on. It was lonesome too, and Mike wished he had brought his next younger brother, but it was too late now. It began to snow, and soon snowed hard. Mike looked round him, a little frightened. He fell, too, once or twice, for the rocks were steep and slippery. "I wonder where the deer are?" thought he. He had heard that a whistle would call them, so tried "Captain Jinks" and the "Mulligan Guards," but both failed of their object, and it was growing rapidly dark. Just then a canary, bewildered and evidently hurt, hopped close to him, then flew a little. Mike gave chase. Loaf under arm, rope in hand, he ran farther and farther. The bird, though evidently weak, went faster than he. It was dark. He lost sight of it, saw it just ahead, dashed forward, and fell.

They did not find him for several days. The snow had fallen very thick for that time of the year, and it was bitterly cold. On the fourth day a party of gentlemen, walking out after dinner from the great house on whose grounds Mike had gone hunting, with cigars and light talk, came suddenly upon something half buried in the snow, amid bushes and stones, with high bare shrubs and trees above it—something lying so still that, though they hushed their tones, the loudest laugh would not wake it. The gentlemen lifted the childish figure in the ragged jacket and long trousers extended at the foot of the steep rock, and the dead canary near him. Such an unfinished little life to end so soon! Such an ignorant child to have gone so far on the long journey.

His parents mourned and buried him after their fashion; and that was all, except that one of the gentlemen, who was an artist, being struck with something picturesque in the circumstances, painted the picture as he saw it, and people praised it, as an expression of a phase of human life, very much. Finally a lady bought it, and it is seen by those who know mostly of lives like this through art, and they feel its pathos; often their voices tremble as they turn away.

The picture shows them a high, rough rock and leafless shrubs, and at their base, half-hidden under a large stone which has fallen upon him, a little boy with long, heavy hair, lies stretched, the rope and bread close beside him, and near by, a dead canary.—*Harper's Magazine.*

LETTERS.

A PLAN FOR RELIEF.

To the Editor of the NEW YORK SCHOOL JOURNAL.

There are many teachers, who by the action of the Board of Education, are financially ruined, and they will need help. Ought not a relief fund be raised. I would suggest this, as I am one whose salary is not lessened. The \$9,000 of surplus, when received by the teachers, might be devoted to this purpose; or those whose salaries are not cut down might give three and a half per cent. for two months, and this be distributed among those who are reduced in proportion to their reduction. I know there are many who will gladly do this.

PRIMARY TEACHER.

In the annual report of a town in Massachusetts, we find the following: "The town farm-house and almshouse have been carried on the past year to our reasonable satisfaction, especially the almshouse, at which there has been an unusual amount of sickness and three deaths."

A CAMPAIGN SLANDER.

When Dr. R. V. Pierce was a candidate for State Senator, his political opponents published a pretended analysis of his popular medicines, hoping thereby to prejudice the people against him. His election by an overwhelming majority severely rebuked his traducers, who sought to impeach his business integrity. No notice would have been taken of these campaign lies were it not that some of his enemies (and every successful business man has his full quota of envious rivals) are republishing these bogus analysis. Numerous and most absurd formulas have been published, purporting to come from high authority; and it is a significant fact that no two have been at all alike—conclusively proving the dishonesty of their authors.

The following is from the *Buffalo Commercial*, of Oct. 23. 1877:

"Hardly a dozen years ago he (Dr. Pierce) came here, a young and unknown man, almost friendless, with no capital except his own manhood, which, however, included plenty of brains and pluck, indomitable perseverance, and inborn uprightness. Capital enough for any young man, in this progressive country, if only he has good health and habits as well. He had all these great natural advantages and one thing more, an excellent education. He had studied medicine and been regularly licensed to practice as a physician. But he was still a student, fond of investigation and experiment. He discovered, or invented, important remedial agencies or compounds. Not choosing to wait wearily for the sick and suffering to find out (without any body to tell them) that he could do them good, he advertised his medicines and invited the whole profession, of every school, to examine and pronounce judgment upon his formulas. He advertised liberally, profusely, but with extraordinary shrewdness, and with a method which is in itself a lesson to all who seek business by that perfectly legitimate means. His success has been something marvelous—so great indeed that it must be due to intrinsic merit in the articles he sells more even than to his unparalleled skill in the use of print or ink. The present writer once asked a distinguished dispensing druggist to explain the secret of the almost universal demand for Dr. Pierce's medicines. He said they were, in fact, genuine medicines,—such compounds as every good physician would prescribe for the diseases they are advertised to cure. Of course they cost less than any druggist would charge for the same article supplied on a physician's prescription, and besides there was the doctor's fee saved. Moreover, buying the drugs in such enormous quantities, having perfect apparatus for purifying and compounding the mixture, he could not only get better articles in the first place, but presents the medicine in better form and cheaper than the same mixture could possibly be obtained from any other source."

It may be thought that all this having reference to Dr. Pierce's private business has no point whatever when considered in connection with the proper qualifications of a candidate for the Senate. Perhaps. But it is the fashion now, and will be for a fortnight more, with sundry journals, to make sneering allusions to this very matter. After that brief period, they will be quite ready to go on doing his work as before, and as always before, to speak of him as a great public benefactor."

NO Teacher needs be told that one half the weariness of that arduous vocation, proceeds from exhaustion of the organs of speech. The inability to be heard distinctly, not only wears out the speaker, but by the repeated strains of effort, engenders serious throat and laryngeal diseases. The true antidote for all this trouble is *Knapp's Throat Cure*. It is a pleasant lozenge, composed of entirely new and harmless ingredients, wondrously adapted to the purpose. It strengthens the voice, adds greatly to its clearness, fulness and volume, decreases the effort of speaking, cures hoarseness, prevents dryness of the throat, and is in every way a boon to voice weary teachers. Sold by druggists; samples free to teachers and speakers, on application to E. A. OLDS, proprietor, 146 William St., N. Y.

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The Scholar's Companion.

This capital paper for the scholars has attracted remarkable attention from those interested in education. Its peculiar fitness for instructing, interesting and amusing the pupils, has brought us the warmest recommendations.

Hon. Henry Kiddle, Esq., City Superintendent of the New York Public Schools, says:

"I have noticed with much interest the announcement that you intend to publish THE SCHOLAR'S COMPANION, a paper for youth. I entirely approve of your plan as set forth, and cannot but believe that such a journal will prove a valuable means of improvement to its readers, as well as an important and timely auxiliary to the cause of education. I most cordially wish you success in this interesting enterprise."

Thomas Hunter, Ph. D., President of the Normal College, New York City, says:

"I have read your new journal, THE SCHOLAR'S COMPANION, with great pleasure. It will furnish for the young a higher and a purer literature than that usually found in many of the weekly papers. If continued, (as doubtless it will be,) in the spirit with which it has commenced, it will prove a valuable auxiliary to the work of the teacher, and will tend to create and foster a taste for general reading and useful knowledge."

William L. Dickinson, Esq., City Superintendent of the Jersey City Public Schools, says:

"I have just read the first number of THE SCHOLAR'S COMPANION. I like it, and hope the promise which it gives of amusement and instruction for the pupils of our schools may be followed by a large subscription list. I cordially recommend it to parents and scholars."

Prof. Washington Hasbrouck, President of the New Jersey State Normal and Model Schools, says:

"I am much pleased with the first number of THE SCHOLAR'S COMPANION, and think it admirably adapted for the young folks in our schools. It will do much, I think, to create in the minds of the young a taste for good reading. It deserves success, which I hope it may abundantly have."

Henry B. Pierce, Esq., Superintendent of the New Brunswick, N. J., Public Schools, says:

"I wish it were possible to place a copy of it in the hands of every boy and girl in all grammar and high schools. It would create an interest among parents in the school work of their children, which would generally benefit parents, pupils, and teachers."

Prof. William F. Phelps, President of the Whitewater, (Wis.) Normal School, says:

"It is sprightly and interesting, and will, I trust be welcomed by the grand army of young Americans who are to form 'to-morrow's society.' You have an immense constituency, you know its wants and I wish you eminent success in your praise-worthy efforts to make the pupils of your large school, wiser, better, and happier."

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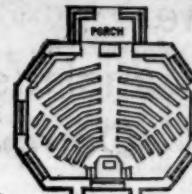
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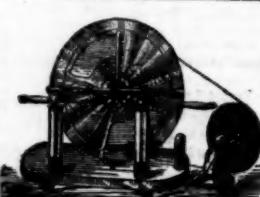
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